



OVERVIEW

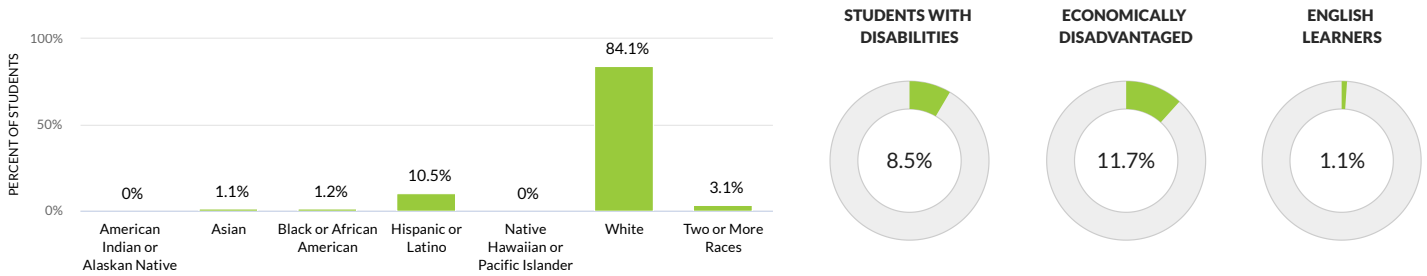
School Details

Grades : 9-12
Enrollment : 1,182
Percent open enrollment : 16.2%

Westosha Central High School is a collaborative learning community that strives to inspire, challenge, and empower every student. The district recently developed a comprehensive Strategic Plan focused on student achievement, social emotional support for students, communication, partnerships with the community, financial stability, and attracting and retaining high quality staff.

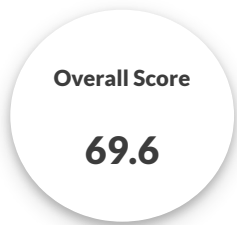
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



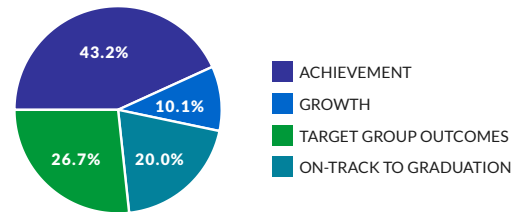
Score Summary

! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



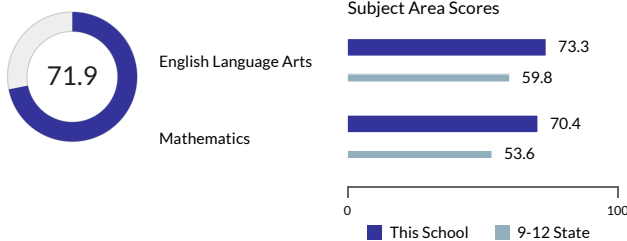
Meets Expectations
★★★

PRIORITY AREA WEIGHTS

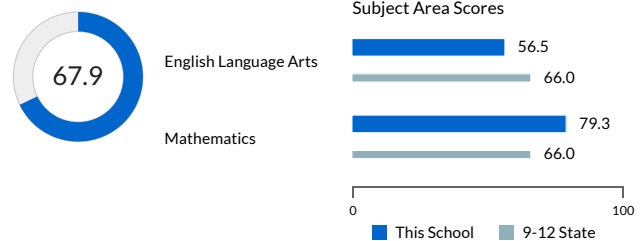


Priority Area Scores

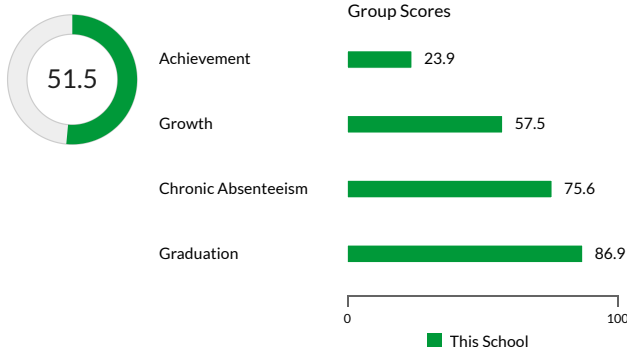
ACHIEVEMENT



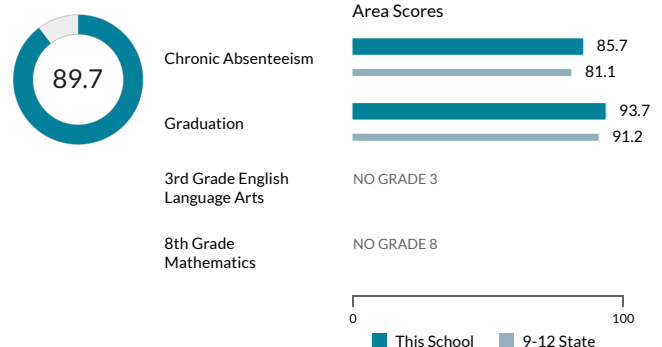
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

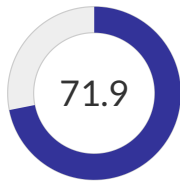




ACHIEVEMENT

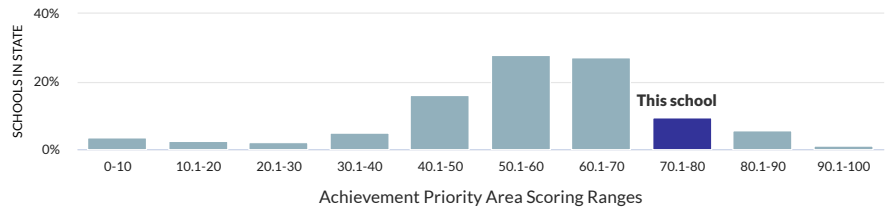
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 73.3
Mathematics Score: 70.4

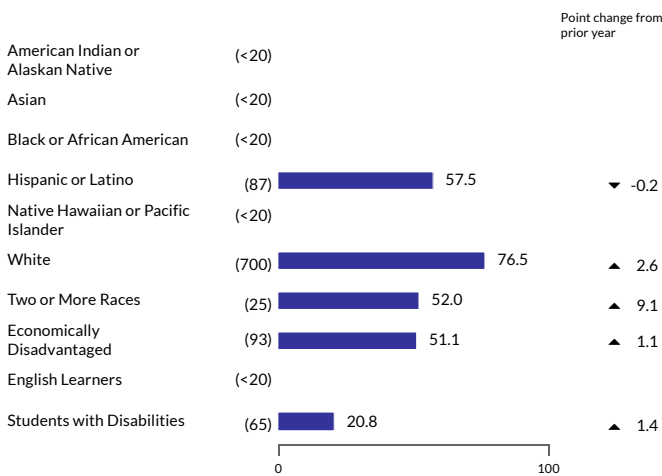
This school's score was the same or higher than 86.7% of 9-12 schools in the state.



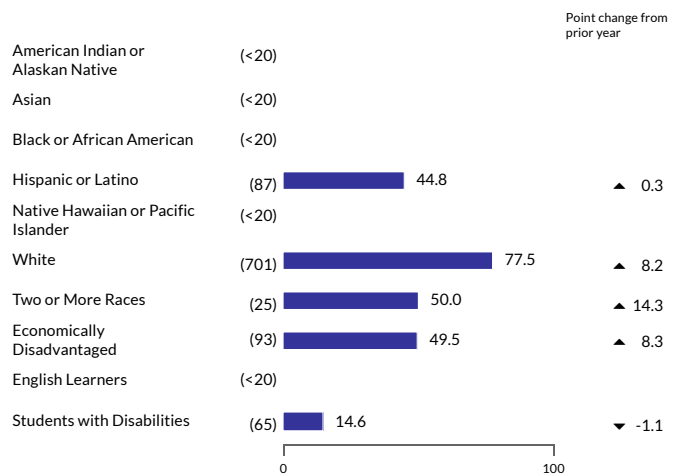
Student Group Achievement, 2021-22 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

ENGLISH LANGUAGE ARTS



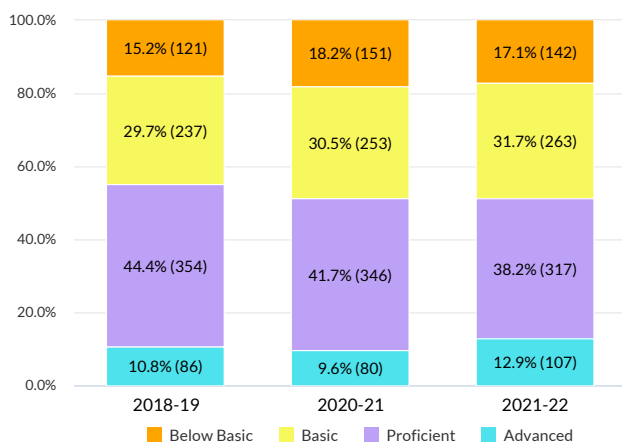
MATHEMATICS



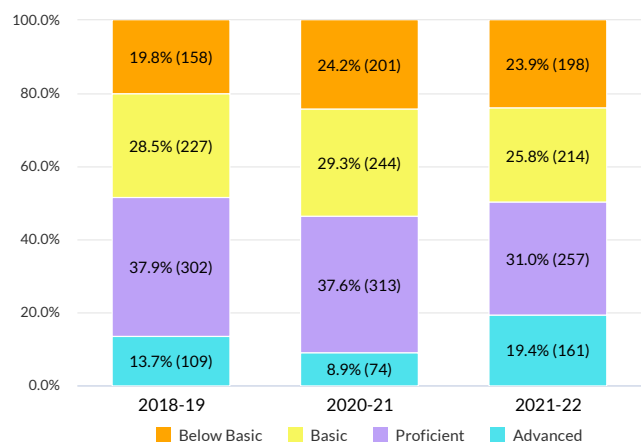
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
95.7%	88.0%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
95.8%	88.0%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,978	8.3%	32.5%	32.2%	26.9%	167,123	6.8%	32.4%	34.5%	26.4%	183,681	7.6%	31.2%	32.4%	28.8%
All Students	798	10.8%	44.4%	29.7%	15.2%	830	9.6%	41.7%	30.5%	18.2%	829	12.9%	38.2%	31.7%	17.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	77	3.9%	39.0%	32.5%	24.7%	91	3.3%	35.2%	35.2%	26.4%	87	6.9%	31.0%	32.2%	29.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	686	11.8%	44.5%	29.3%	14.4%	700	11.0%	42.4%	30.0%	16.6%	700	14.1%	39.6%	31.4%	14.9%
Two or More Races	<20	*	*	*	*	21	0.0%	28.6%	28.6%	42.9%	25	4.0%	28.0%	36.0%	32.0%
Economically Disadvantaged	143	5.6%	29.4%	40.6%	24.5%	108	2.8%	29.6%	32.4%	35.2%	93	10.8%	17.2%	35.5%	36.6%
English Learners	21	9.5%	19.0%	28.6%	42.9%	20	5.0%	15.0%	35.0%	45.0%	<20	*	*	*	*
Students with Disabilities	76	0.0%	10.5%	21.1%	68.4%	67	0.0%	4.5%	29.9%	65.7%	65	1.5%	6.2%	24.6%	67.7%

MATHEMATICS

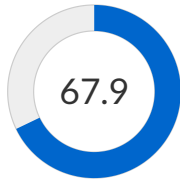
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	191,248	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.4%	184,002	10.9%	23.1%	26.4%	39.6%
All Students	796	13.7%	37.9%	28.5%	19.8%	832	8.9%	37.6%	29.3%	24.2%	830	19.4%	31.0%	25.8%	23.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	77	6.5%	29.9%	29.9%	33.8%	91	0.0%	28.6%	31.9%	39.6%	87	2.3%	24.1%	34.5%	39.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	685	15.0%	37.8%	28.6%	18.5%	702	10.4%	39.6%	28.2%	21.8%	701	22.1%	31.8%	25.0%	21.1%
Two or More Races	<20	*	*	*	*	21	0.0%	9.5%	52.4%	38.1%	25	8.0%	28.0%	20.0%	44.0%
Economically Disadvantaged	142	6.3%	26.8%	31.7%	35.2%	108	0.9%	25.9%	27.8%	45.4%	93	8.6%	24.7%	23.7%	43.0%
English Learners	21	9.5%	14.3%	33.3%	42.9%	20	5.0%	15.0%	10.0%	70.0%	<20	*	*	*	*
Students with Disabilities	76	0.0%	6.6%	26.3%	67.1%	67	0.0%	6.0%	19.4%	74.6%	65	1.5%	4.6%	15.4%	78.5%



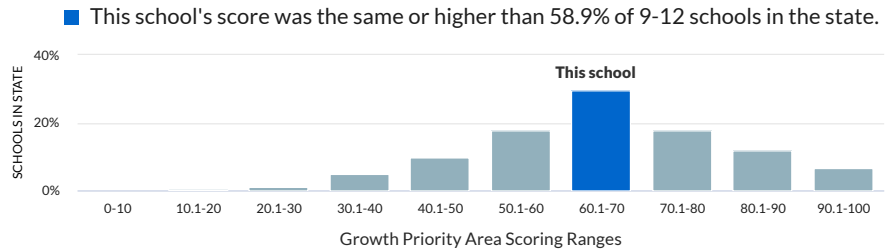
GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



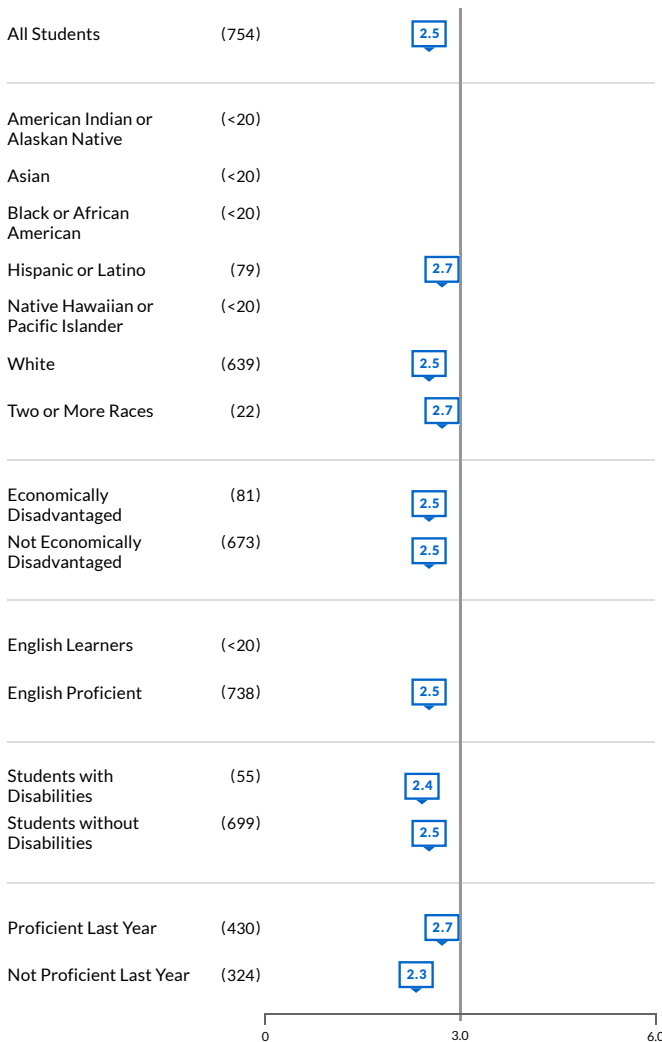
English Language Arts Score: 56.5
Mathematics Score: 79.3



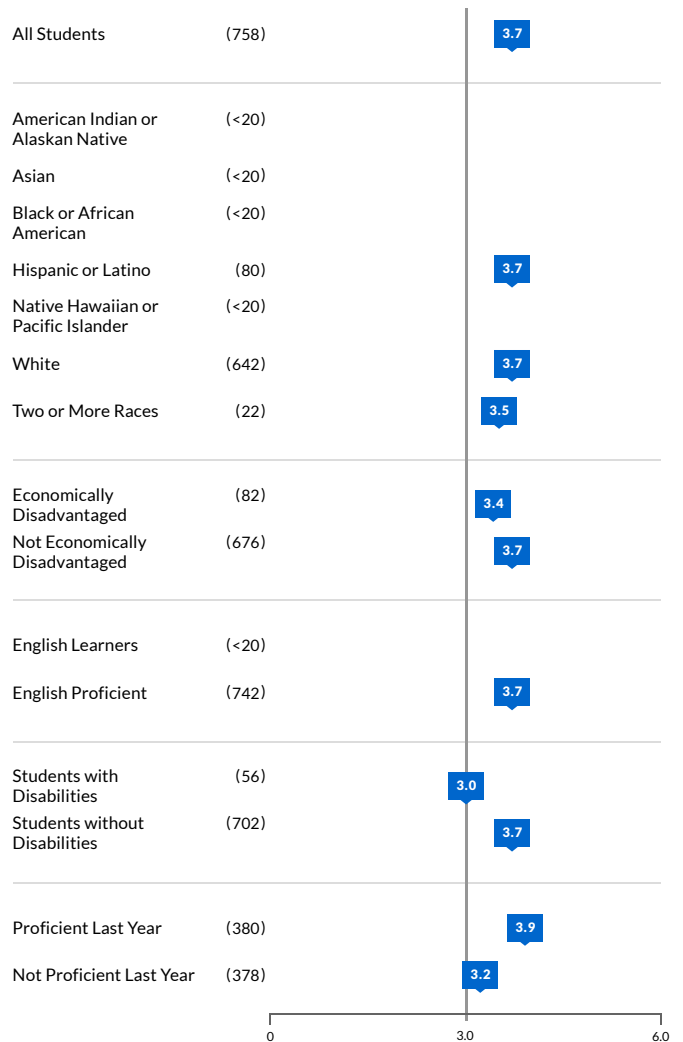
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS





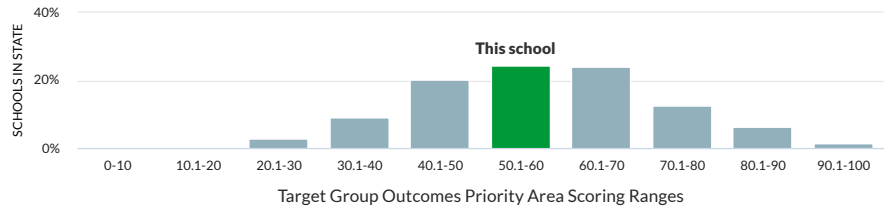
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



■ This school's score was the same or higher than 34.7% of 9-12 schools in the state.



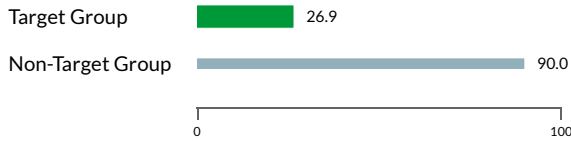
Component Scores

ACHIEVEMENT

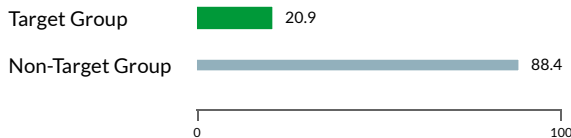
Score: 23.9

Average points-based proficiency rates.

English Language Arts



Mathematics

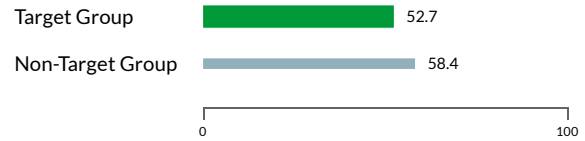


GROWTH

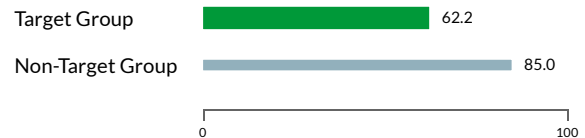
Score: 57.5

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



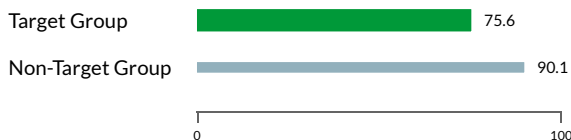
Mathematics



CHRONIC ABSENTEEISM

Score: 75.6

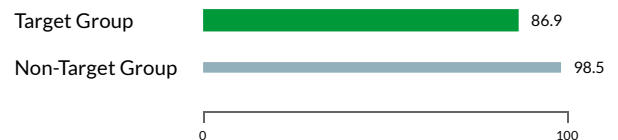
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 86.9

Average of 2020-21's 4- and 7-year cohort rates.

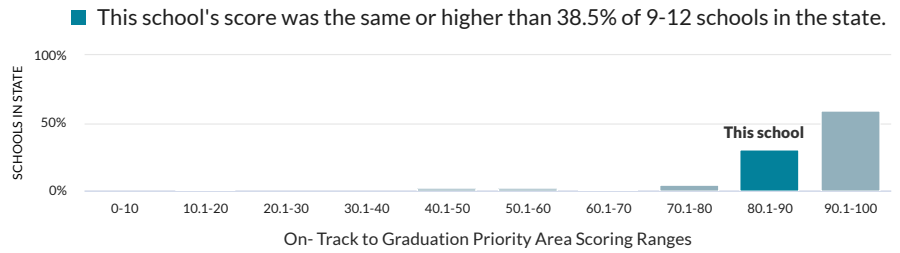
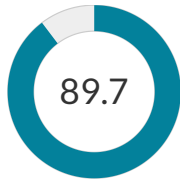




ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

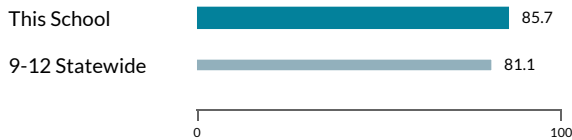


Component Scores

CHRONIC ABSENTEEISM

Score: 85.7

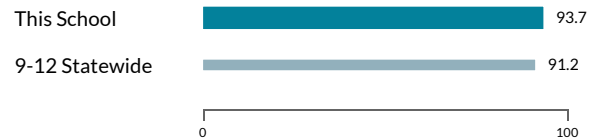
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 93.7

Average of 2020-21's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8



ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,360	18.9%	264,746	17.9%	264,138	19.7%
All Students	1,087	10.0%	1,066	14.4%	1,115	17.1%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	103	8.7%	117	13.7%	120	25.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	928	10.3%	902	14.3%	947	16.1%
Two or More Races	30	10.0%	23	21.7%	25	28.0%
Economically Disadvantaged	184	22.8%	176	27.8%	158	35.4%
English Learners	27	7.4%	24	12.5%	25	28.0%
Students with Disabilities	112	23.2%	88	23.9%	97	27.8%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	243	226	93.0%	269	254	94.4%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	27	24	88.9%	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	209	196	93.8%	243	231	95.1%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	33	29	87.9%	39	30	76.9%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	21	14	66.7%	<20	*	*



POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

School	State
38.5%	19.9%

429 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

School	State
41.6%	18.6%

464 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
4.0%	2.8%

45 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
3.2%	3.4%

36 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	<20	9,945	*	28.6%	*	16.9%	*	2.2%	*	1.9%
Black or African American	<20	25,104	*	12.2%	*	6.2%	*	0.6%	*	0.9%
Hispanic or Latino	120	34,372	24.2%	15.8%	36.7%	13.4%	5.0%	1.9%	2.5%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	947	181,931	40.5%	21.7%	42.0%	21.7%	3.9%	3.4%	3.4%	4.2%
Two or More Races	25	9,829	8.0%	15.9%	44.0%	13.7%	0.0%	1.8%	0.0%	1.9%
Economically Disadvantaged	158	96,593	19.0%	10.8%	32.3%	12.0%	4.4%	2.1%	1.9%	2.6%
English Learners	25	14,562	16.0%	9.7%	28.0%	12.0%	4.0%	1.3%	8.0%	1.3%
Students with Disabilities	97	34,324	3.1%	3.6%	32.0%	9.6%	1.0%	1.9%	1.0%	2.5%



ARTS COURSE INFORMATION, 2020-21

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
18.8%	23.0%	0.0%	0.3%	19.5%	18.3%	0.1%	1.6%
210 students successfully completed at least one art & design course.		No students successfully completed a dance course.		217 students successfully completed at least one music course.		1 student successfully completed at least one theater course.	

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	<20	25,104	*	18.7%	*	0.4%	*	8.9%	*	2.5%
Hispanic or Latino	120	34,372	21.7%	21.3%	0.0%	0.2%	23.3%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	947	181,931	18.7%	24.2%	0.0%	0.3%	19.3%	21.0%	0.1%	1.5%
Two or More Races	25	9,829	12.0%	21.5%	0.0%	0.2%	8.0%	16.5%	0.0%	1.6%
Economically Disadvantaged	158	96,593	21.5%	21.8%	0.0%	0.2%	20.3%	13.6%	0.0%	1.5%
English Learners	25	14,562	20.0%	21.6%	0.0%	0.2%	16.0%	9.4%	0.0%	1.1%
Students with Disabilities	97	34,324	16.5%	23.4%	0.0%	0.2%	15.5%	12.0%	0.0%	1.5%